



# COVID-19 Technical Assistance for Schools

February 18, 2021

# Webinar housekeeping

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- All participants will be muted throughout the webinar
- Please type questions into the chat box for the Q & A portion of the webinar
  - Questions should be directed to “everyone” in the chat
- The webinar will be recorded and available at the following link:  
<https://coronavirus.maryland.gov/pages/school-resources>

# Webinar Agenda

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- New resources and guidance
- K-12 COVID-19 Testing Program
- Ventilation FAQs
- COVID-19 Planning Considerations for Students with Special Health Care Needs
- Q and A

# Operational Strategy for K-12 Schools Through Phased Mitigation – CDC, 2/12/21

The screenshot shows the CDC website interface. At the top, the CDC logo and name are on the left, and a search bar labeled 'Search COVID-19' is on the right. Below this is a dark teal navigation bar with 'COVID-19' on the left and 'ACT NOW!' on the right. The 'ACT NOW!' section includes icons for 'WEAR A MASK', 'STAY 6 FEET APART', and 'AVOID CROWDS'. Below the navigation bar is a horizontal menu with links: Home, Your Health, Vaccines, Cases & Data, Work & School (highlighted), Healthcare Workers, Health Depts, and More. On the left side of the main content area is a sidebar with a 'Community, Work & School' section containing links to Vaccination, Health Equity, Community Mitigation Framework, Cleaning, Disinfecting, & Ventilation, Workplaces & Businesses, Schools & Child Care (highlighted), and K-12 School Operational Strategy. The main content area displays the title 'Operational Strategy for K-12 Schools through Phased Mitigation', the update date 'Updated Feb. 12, 2021', and options for 'Languages' and 'Print'. Below this is a section titled 'On This Page' with two columns of links. The left column includes 'Executive Summary', 'Background', 'Essential Elements of Safe K-12 School Operations for In-Person Learning', and 'Health Equity Considerations'. The right column includes 'Indicators of Community Transmission', 'Phased mitigation, learning modes, and testing', 'Additional COVID-19 Prevention in Schools', and 'Testing'.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

# Quarantine for Vaccinated Persons – CDC, 2/10/21

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- Vaccinated persons with an exposure to someone with suspected or confirmed COVID-19 are not required to quarantine if they meet all of the following criteria:
  - Are fully vaccinated (i.e.,  $\geq 2$  weeks following receipt of the second dose in a 2-dose series, or  $\geq 2$  weeks following receipt of one dose of a single-dose vaccine)
  - Are within 3 months following receipt of the last dose in the series
  - Have remained asymptomatic since the current COVID-19 exposure
- Persons who do not meet all 3 of the above criteria should continue to follow current quarantine guidance after exposure to someone with suspected or confirmed COVID-19

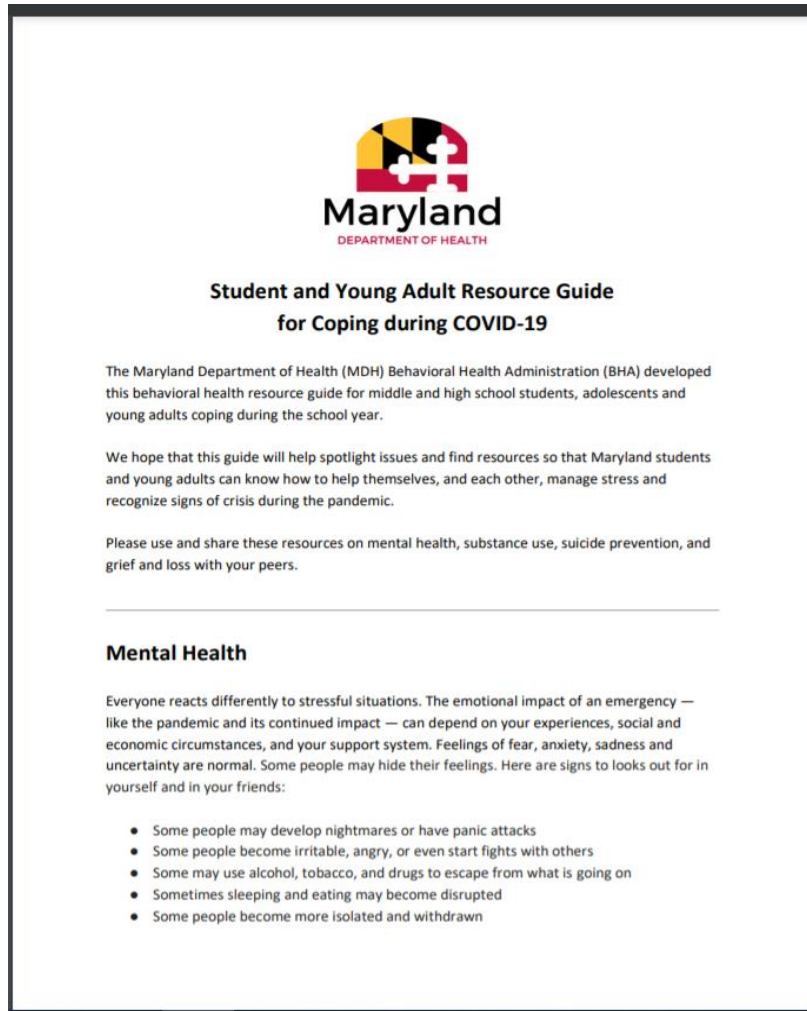
# Quarantine for Vaccinated Persons - CDC, 2/10/21 (cont'd)

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- Fully vaccinated persons who do not quarantine should still watch for symptoms of COVID-19 for 14 days following an exposure. If they experience symptoms, they should be clinically evaluated for COVID-19, including SARS-CoV-2 testing, if indicated

<https://www.cdc.gov/vaccines/covid-19/info-by-product/clinical-considerations.html>

# Resource Guide for Student Mental Health




- Developed by the MDH Behavioral Health Administration

[https://bha.health.maryland.gov/Documents/BH%20Student%20Resource%20Guide\\_012021%20\(1\).pdf](https://bha.health.maryland.gov/Documents/BH%20Student%20Resource%20Guide_012021%20(1).pdf)



# Maryland K-12 COVID-19 Testing Program

  
**K-12 COVID-19 Testing Program Interest Form**

The Maryland Department of Health (MDH) and Maryland State Department of Education (MSDE) are offering the opportunity to participate in a new K-12 COVID-19 Testing Program, which will provide free COVID-19 tests to participating schools. This program is open to all K-12 schools throughout Maryland, whether they are currently open for in-school instruction or are looking to reopen for in-school instruction during the 2020-2021 school year (ending June 2021). Participation in this voluntary program can be a critical tool to help Maryland schools safely reopen and stay open for the remainder of the school year.

Participating schools will receive rapid antigen ("point of care") test kits and polymerase chain reaction ("PCR") specimen collection supplies to use in testing symptomatic students and staff, and in screening asymptomatic students and staff that experienced close contact with COVID-19.

It is expected that participating K-12 schools read, understand, and agree to all requirements for program participation. Requirements for participation in the program and other important information can be found here: <https://dohhs.health.maryland.gov/Documents/K12%20Testing%20Program%20Overview%20and%20Reg%202.11.21.pdf>

School systems and individual schools that are interested in participating in this program must submit this form by one of the following dates:

- Wednesday, February 17, 2021 (Close of Business) to receive your first distribution of tests the week of March 1, 2021.
- Friday, February 26, 2021 (Close of Business) to receive your first distribution of tests with the next scheduled distribution.

We will review your submission to determine your eligibility for participation and will contact you starting February 18, 2021 to confirm your participation.

Entities not wishing to participate are asked to submit this form to confirm that they are not interested.

If you have questions, you can contact us at MDH.K12Testing@maryland.gov.

Any information below with an asterisk (\*) is required.

Your Contact Information

Please provide us with your contact information so we can contact you if necessary.

First Name: \*

Last Name: \*

- Testing Program Interest Form
  - Disseminated 2/12/2021
- Important due dates:
  - **Wednesday, February 17, 2021** (Close of Business) to receive your first distribution of tests the week of March 1, 2021.
  - Friday, February 26, 2021 (Close of Business) to receive your first distribution of tests with the next scheduled distribution.
- Link within the form provides detailed program requirements and processes
  - Supplies
  - Test use cases
  - CLIA
  - Ordering
- Questions: [mdh.k12testing@maryland.gov](mailto:mdh.k12testing@maryland.gov)





# FAQ: Ventilation in Schools

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## Q: What type of HEPA air filter is best for use in health suites?

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- The main factors in the unit selection will be the volume (V) of the space and how many air changes per hour (ACH) are needed, balanced against the noise level of the filter.

## Q: What type of HEPA air filter is best for use in health suites?

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- The American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE) Standard 170 recommends 6 ACH in the uses most similar to a health suite.
- Maximizing outside air intake in the context of a properly functioning HVAC system remains the primary recommendation, with the use of HEPA air filters as a temporary solution when outside air and HVAC system performance are not sufficient.

## **Q: What type of HEPA air filter is best for use in health suites? (cont'd)**

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- Each health suite, and each space within a health suite, is different. Work with your LEA or nonpublic school facilities staff to identify the Cubic Feet per Minute (CFM) that needs to be filtered in your spaces balanced against acceptable noise levels.

## Q: Are there any specific requirements for ventilation in areas where testing occurs in schools?

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- When testing symptomatic staff or students in the isolation area, the usual ventilation recommendations for isolation areas apply.
- Use of a portable HEPA filter as indicated in the prior question can be considered.

## **Q: What are the strategies for managing air quality during scenarios with high respiration rates such as PE class, especially in light of the new, more contagious variants?**

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- The usual strategies to improve ventilation apply including making sure systems are functioning properly in terms of air flow and using and maintaining the most effective filters for the system.

## **Q: What are the strategies for managing air quality during scenarios with high respiration rates such as PE class, especially in light of the new, more contagious variants? (cont'd)**

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- Increasing outside air by opening windows when possible and doors when compatible with security concerns is another strategy.
- As temperatures moderate, maximizing outdoor physical education is also a strategy.

## **Q: What are the strategies for managing air quality during scenarios with high respiration rates such as PE class, especially in light of the new, more contagious variants? (cont'd)**

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- Using one of the larger portable air filtration units would also be an applicable strategy for gyms, as noise is less of a consideration.
- In all scenarios, wearing masks properly and consistently and maintaining physical distance to the extent possible remain the primary strategies.



# Additional information about ventilation in schools

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- *COVID-19 Guidance for Maryland Schools – Updated January 27, 2021, pages 3-4*

<https://phpa.health.maryland.gov/Documents/COVID-19%20Guidance%20for%20Maryland%20Schools%20Update%203%201.27.21%202.pdf>

# Students with Special Health Needs **COVID-19 Planning Considerations** Returning to In-Person Education

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**Patricia Fato** BSN, RN, CPN

We are all born with great potential.  
Shouldn't we all have the chance to achieve it?



# Objectives

1. Discuss considerations for students with special healthcare needs when returning to schools.
2. Plan strategies for creating a safe learning environment for these students and staff.



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# Communication

Communicate with administration to identify students that are returning to school



Students with special health care needs

Communicate with educators and related service staff any changes in care of the student with special needs



Update training as needed for each student identified

Partner with student's family and the medical team



What concerns do they have about student in school?



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# Planning

The school nurse should evaluate the risk of exposure and in conjunction with administration implement appropriate PPE for direct-care and related- services staff interactions with students.

Plans for PPE should be based on the specific support service **and** student-specific considerations.

- The type of service being provided (i.e. direct care, personal care, instruction, behavior support)
- Student's medical condition and anticipated risk of exposure to body fluids (i.e. tracheostomy, increased oral secretions, spitting, grabbing, etc.)
- Student's behavior and cognitive level; impacting their ability to follow mitigation strategies (i.e. physical distance, wearing facial covering)

# Asthma management

## INHALERS AT SCHOOL

- Not considered an aerosol generating procedure (AGP)
  - Contact provider to have student with a nebulizer order changed to an inhaler when possible
- Preferred over nebulizers with or without a face mask
- Use spacers with one-way valves
- Plan and educate student how the inhaler will be used with the cloth facial covering



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# Asthma management

## NEBULIZERS AT SCHOOL

- Considered an AGP in the school setting
- Provider did not recommend changing to inhaler and student requires the treatment at school
- Plan to mitigate risk when administering
  - Full PPE. Consider a face shield to protect the N95.
  - Identify space that is well ventilated area, away from others, with minimal staff present.
  - Monitor from 6 feet away or within sight of the student if appropriate.
  - Use disposable tubing with mask/mouthpiece.



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# Tracheostomy and ventilator

- Extensive planning and collaboration including the nursing assessment and healthcare provider orders.
- Plan of care with the private duty nursing agency.
  - Need to communicate changes in school protocol for cares (suctioning, etc.).
  - Verify appropriate PPE and who is providing.
- Identity area for tracheostomy cares (suctioning, etc.)
  - Separate space
  - Well ventilated
  - Minimal staff and students present
- Facial covering, covering of tracheostomy



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## Considerations for procedures

- Planning should be based on the procedure and specific to the individual student
- Determine location where procedure/skill to occur
  - Access to medical supplies, adaptive equipment
- Ability to maintain safe physical distance
  - Additional precautions if unable to maintain distance
- Student behaviors, response to the procedure/cares



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## Key takeaways

- Planning should be individualized to the student
- Planning should be individualized to the school
- Increased communication and collaboration with administrators, special educators, related-services and parents
- Training of staff on-going
- Be prepared for continual re-evaluations



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For training or technical assistance,  
please call 410-241-7421

For more information about SHNIC,  
please visit  
<https://www.kennedykrieger.org/community/initiatives/specialized-health-needs-interagency-collaboration>

For additional COVID-19 resources,  
please visit  
<https://www.kennedykrieger.org/community/initiatives/specialized-health-needs-interagency-collaboration-shnic/information-school-nurses>

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